private institutions. Consequently, they had to be closed. That was not satisfactory. The population of Ezhavas and Nairs was 5½ lakhs and 6 lakhs, respectively ; yet, the number of pupils of the former was only 48,847 as against 96,474 of the latter. The wide disparity was traceable to the poor material condition of the Ezhavas. Properly speaking, the Ezhavas deserved the fee concessions granted to some other communities who were comparatively richer. According to official figures, there were, in 1094, 1,15,722 girls in all the schools of the State, of whom 69,078 were in the Boys' schools and the remaining 46,646 were in the Girls' schools. It was not a desirable state of affairs. There was no harm in co-education in the primary classes *i. e.* up to class IV, but in the Middle school and High School stages there should be separate schools for boys and girls. Better encouragement should be given to those turned out of classes VIII to X and they should, if qualified, be entertained in the Registration, Police and other departments of the State service.

The graduate and under-graduate teachers in Vernacular schools should be admitted to training and given a better scale. The pay of teachers in Vernacular schools should be raised to Rs. 15. The lot of teachers in aided schools should also be improved.

The list of schools thrown open for all classes of people was, no doubt, long. It should be made longer and the restrictions should, as far as possible, be removed.

The long-standing grievance as regards admission into the College should be removed, as the Vanchiyur school buildings had begun to be used. No one should be refused admission on the ground of want of accommodation. If necessary, temporary sheds might be put up.

The Caste Hindu Hostel should be thrown open to Ezhavas and others.

Dewan's reply.—Admission to all students will be given when the new building for the Hostel is ready. The representations of the several Members will be carefully considered.

120. The desirability of entrusting education to local bodies.

Mr. V. Narayana Iyer (Member, Chirayinkil taluk) said that, from the constitution and working of the department for English and higher Vernacular education where fees were levied and from the number of well-managed English schools, it was clear that responsibility was thrown on the parents who had to pay for the education of their children. In other words, parents who would give their children higher education should help themselves and Government should step in only to lead the people by getting up model schools for their guidance. The question naturally arose whether primary education should not and could not be given the same treatment as English and Higher Vernacular education. It was certainly the duty of every parent to educate his children as much as to feed them, and quite reasonably every parent might be required to send his children to school and to pay for their education as well. But the present conditions of life were too hard for such a solution of the problem. It was with a view to confer on the poor the benefits of at least primary education that it was made free. The people were not slow to reap the benefits. The number of pupils increased from year to year until at last admission had to be refused on account of want of accommodation. The cry became loud and the present administration had to interfere benevolently and appease the people. Since then, a fresh impetus had been given to the cause of education, and the people were grateful to Government for the boon. But it must be admitted that, in 1094, there was not the same qualitative progress as was seen prior to it. The reason was the withdrawal of grants-in-aid to some private institutions which, on that account, had to be closed. Still, the people had not failed to recognise the difficulties of Government. Under such circumstances, the people were relieved to know that a Committee had been appointed to look into the whole question of educational finance. The general sense of the people was that it was neither possible nor desirable to reduce expenditure on education. Perhaps, a re-distribution of the funds might be done. But it could not go far enough. Funds had to be found for the prosecution of the various schemes of educational advancement in all its aspects. The only course left open was fresh taxation or the levy of an educational cess and, the

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people being well alive to the indispensable necessity of educating their children, there would be no opposition from any quarter. The only desire of the people was that they should have a hand in the administration of such a fund. Sanitation, maintenance of roads and medical relief might also be left to local bodies, Government helping such bodies with a contribution proportionate to the revenue of each taluk and its requirements.

Dewan's reply.—The suggestions of the Member are receiving the attention of Government already. A Bill will be shortly introduced in the Legislative Council.

121. Desirability of revising the pay of grant-in-aid teachers and placing them on an equal footing with the teachers in Government Schools.

Mr. K. I. Kochippan Mapila (Member, Nominated) dwelt upon the responsibility of primary school masters in the education of the young and the necessity of placing them on a better footing. It was in 1042 that private effort in the field of education was begun to be encouraged. In 1055, when there were 228 Government schools with 11,572 pupils, the number of grant-in-aid schools was 349 with 16,224 pupils. Between 1055 and 1065 the number of Government schools was reduced by one, while the grant-in-aid schools increased from 349 to 628, the number of pupils in the latter schools having also risen to 30,901. At the end of 1065 there were 1,007 grant-in-aid schools with 41,979 pupils. When the year 1085 closed, the private grant-in-aid schools had reached the high figure of 1,311. The pay of the teachers was Rs. 7, Rs. 8 and Rs. 10. It was at that time that the Educational Code came into force and with it began an era of decline in the number of aided institutions. From 1086 to 1090 several schools were closed, but many had come into existence since then as a result of the substantial encouragement and the sympathetic policy of the present Government. The large expenditure on education was mostly shared by the departmental schools in the shape of land acquisitions, pensions, maintenance, etc., which could be avoided to a great extent, if private effort had been encouraged. The sanctioned pay of a teacher in an aided school was Rs. 6 per mensem or 5 chs. 8 c. per day. What misery that low paid class of teachers was suffering it was not possible to describe. The Member then expatiated on the different treatment accorded to private schools from that given to departmental schools. In conclusion, he summarised his suggestions thus :—

(1) The pay of teachers in aided schools should be made the same as that in Government schools, due regard being had to qualifications and service.

(2) The teachers in private aided schools should be given, when on leave, the same allowances as were being paid to their comrades in departmental schools.

(3) There should be the same restrictions in aided schools in the matter of admission as were being enforced in departmental schools.

(4) When teachers are appointed in departmental schools, preference should be given to the claims of those already in private schools.

(5) Grants to teachers in recognised schools should be regulated by the qualification and the service of the individuals concerned.

Dewan's reply.—Noted.

122. Muslim education in Travancore.

Mr. P. S. Mahomed (Member, Nominated) conveyed the thanks of the community for allowing a non-official Mahomedan being nominated as a member of the reconstituted Legislative Council and for the concessions sanctioned in G. O. No. E 1989, dated 31st May 1919. The Member also expressed the gratification of the community at the appointment of Mr. Sulaiman Sahib B. A. as Mahomedan Inspector of Schools. He then urged the following :—

(1) Provision should be made for a separate fund being set apart for Muslim education in the State Budget.

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